

INTERACTIVE READING

by:

Shirley A. Bumagat

Administrative Assistant II, Lamao National High School

An interactive read-aloud is a learning scenario in which a selected material is read aloud to students and selective conversational pauses are used to allow time for reflection, discussion, and response from the audience. According to Fountas and Pinell (2019), both the reader and listener actively process the language, concepts, and meaning of the text. Additionally, by repeatedly reading material, interactive read-aloud practice exposes new vocabulary and offers a methodical approach to critical discussion.

Research by Femke van der Wilt, Inouk Boerma, Bert van Oers & Chiel van der Veen (2019) looked at the impact of interactive learning on young children's language abilities and discovered that it enhanced the children's results in terms of their vocabulary and narrative skills. Surprisingly, they discovered that all three methods are equally effective in enhancing students' language skills as evidenced by the results of the pretest and posttest, which significantly improved during the latter after using the interactive reading approach. In this study, they used three methods: (1) traditional interactive reading; (2) interactive reading with focused attention; and (3) interactive reading using a mind map.

Casey (2010) also investigated the impact of interactive reading on middle school pupils. The findings also demonstrated a considerable gain in language proficiency and academic performance for children who used an interactive reading software, particularly for those who initially struggled. According to a research by Mitchell (2015) on the Impact of Interactive Read-Aloud on Student Comprehension, reading aloud to students had a positive impact on their comprehension levels. Additionally, it showed

that the use of graphic organizers and student interaction has an overall positive impact on student understanding.

In an effort to increase literacy in kindergarten, Ross (2003) aimed to investigate the benefits of interactive reading and writing techniques. At the conclusion of the study, 77.7% of the pupils in this class had mastered reading, comprehension, and writing competency. The overall outcomes these kids attained in literacy, reading, and writing show that the combined method of Whole Language instruction and phonics instruction strategies, utilized in the classroom throughout the project, was beneficial.

Overall, interactive reading is a beneficial activity for people of all ages since it is an effective tool for both early childhood development and ongoing personal growth and enrichment. Interactive reading benefits people in a variety of ways, especially when it is used in early childhood schooling. It fosters emotional intelligence, enhances linguistic and cognitive development, and promotes a lifetime love of reading and learning. It is a useful tool for teachers, parents, and other caregivers to support people in developing and thriving.

References:

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